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ABSTRACT

The concept of functional literacy is defined as literacy integrated with the occupation of the learner and directly related to development. Its ultimate goal is to assist in achieving specific socio-economic objectives by making adults receptive to change and innovations and by helping them to acquire new vocational skills, knowledge and attitudes which they can use effectively. To achieve these objectives, Functional Literacy Projects should concentrate on: (1) regions and economic sectors having high priority in national development, (2) specific problems and activities forming the basis of development plans, and (3) population groups and individuals who are sufficiently motivated but whose illiteracy constitutes an obstacle to the implementation of a development project. It is pointed out that the Farmers' Functional Literacy Programme has been formulated on the basis of the above mentioned concept. (CK)

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HANDBOOK ON FARMERS FUNCTIONAL LITERACY PROJECT

(KISAN SAKSHARTA YOJNA)

AC012448

HANDBOOK

ON

FARMERS FUNCTIONAL LITERACY PROJECT

(KISAN SAKSHARTA YOJNA)

UNDER THE

PROGRAMME OF FARMERS TRAINING AND FUNCTIONAL LITERACY

GOVERNMENT OF INDIA

MINISTRY OF EDUCATION AND SOCIAL WELFARE

NEW DELHI

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PREFACE

The Functional Literacy Project, as an integral part of the programme of Farmers Training & Functional Literacy, has been in operation since 1967-68. The concept of the programme, its main objectives, implications in terms of administration and organisation, training of personnel, preparation of reading materials, following-up, evaluation etc. were indicated by the Ministry of Education to various States from time to time. However, the Project as such was not spelt out in details and no authentic document was available till December, 1969.

2. With the extension of the Project from 10 districts in 1968, to 25 in 1969-70 and to 60 by 1970-71, an urgent need was felt to have a document spelling out the various aspects of these programmes in order to serve the Project authorities as a guide for implementation. I, therefore, asked my colleague, Shri H. R. Gugnani, Assistant Education Officer in the Ministry of Education, to attempt a draft of this document and he took up this challenging assignment with great earnestness and dedication.

3. The draft document on Farmers Functional Literacy Project was considered in detail in the Regional Workshops on Functional Literacy, which were organised by the Ministry of Education in close collaboration with the erstwhile Department of Adult Education of the NCERT, in four regions of the country in August, September, October and December, 1970. In the light of the detailed comments of the Project authorities, both at the Central and State levels, this document was finalised and again placed for consideration before the National Workshop on Functional Literacy which was organised in January, 1971 in New Delhi where representatives of the State Governments, Central Ministries concerned and international organisations like

UNESCO, FAO, UNDP etc. were present. On the basis of the recommendations of the National Workshop, this Hand-Book on Farmers Functional Literacy Project has been revised.

4. I will be failing in my duty if I do not take this opportunity of expressing my sincere gratitude to Shri H. R. Gugnani, who prepared the basic document, the representatives of the State Governments and the Central Ministries and UNESCO and FAO who made valuable comments on the document. Dr. T. A. Koshy and his colleagues in the Directorate of Adult Education who spared no pains in giving expert guidance and going into the various implications of the Project at the drafting stage. This Handbook is thus the result of the combined efforts of various organizations, at different levels, engaged in the implementation of Functional Literacy Project.

5. We have now great pleasure in making available this Handbook to the State Governments where these projects are being implemented and other individuals and organisations who are connected with the implementation of this programme, and hope that this document would be of great help in providing the necessary guidelines required for implementing the Project at the field level.

S. N. SARAF,
Director
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Ministry of Education & Social Welfare.

NEW DELHI;
April 22, 1971.

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FARMERS' FUNCTIONAL LITERACY PROGRAMME

(KISAN SAKSHARTA YOJNA)

I

INTRODUCTION

Eradication of illiteracy from India has been one of the major national concerns, especially since Independence. Towards this end, several programmes have been undertaken by the Central and State Governments. It has been realised that to tackle illiteracy, both the mass as well as selective approaches would be desirable. Selective approach visualizes organisation of projects whereby literacy programmes can be initiated in more organised sectors of the economy, aimed at increasing the productive capacity of the illiterate persons through work-oriented literacy. The National Workshop on Functional Literacy Project, held in January, 1971 in New Delhi, observed that ultimately all literacy should become functional literacy, and therefore, in the traditional stage, both the mass and functional literacy movements should converge and not run parallel to each other. With the proper dovetailing of the two programmes in the transitional period, we can visualise not only the liquidation of mass illiteracy but also look forward to functional literacy becoming a part of our mass equipment and a way of life. This has coincided with the recent emphasis on selective approach by Unesco.

II

OBJECTIVES

2. **Concept of Functional Literacy:** Functional literacy is literacy integrated with the occupation of the learner and directly related to development. While literacy proper merely provides

access to written communication, functional literacy aims at a more comprehensive training of the illiterate adult which is related to his role both as a producer and citizen.

3. Functional Literacy is, therefore, conceived in the context of social and economic priorities, planned and implemented as an integral part of a development programme or project. Its ultimate goal is to assist in achieving specific socio-economic objectives by making adults receptive to change and innovations and by helping them to acquire new vocational skills, knowledge and attitudes which they can use effectively.

4. To achieve these objectives, it is necessary that the Functional Literacy Projects should concentrate on:

(1) Regions and economic sectors having high priority in national development;

(2) Specific problems and activities forming the basis of development plans; and

(3) Population groups and even individuals who are sufficiently motivated but whose illiteracy constitutes an obstacle to the implementation of development project.

Within the above-mentioned concept of Functional Literacy, the selection of areas for the implementation of Functional Literacy Programme should be made according to the needs of the particular state. However, among the three areas of concentration of efforts listed above, number (iii) may be given top priority, as it would be worthwhile to concentrate on population groups and individuals who are sufficiently motivated.

5. **Objectives of Farmers Functional Literacy Programme, as part of the Joint Project:** It is in the light of the above mentioned concept that the Farmers' Functional Literacy Programme (Kisan Saksharta Yojna) has been formulated. It is directly related to a high priority sector of national development viz., increased agricultural production, as it aims at improving the

efficiency of the farmers in the special programme of agricultural production known as the 'High Yielding Varieties Programme' (H.Y.V.P.) of the Ministry of Food and Agriculture. This programme envisages the use of seeds, hybrid and exotic, which are known to produce much higher yields than the normal varieties in use. These seeds require larger dosage of fertilizers and carefully planned farm operations involving the adoption of improved and scientific practices. Therefore, the training of farmers is considered an essential in-put for the success of this programme. The Farmers' Functional Literacy Programme of the Ministry of Education and Social Welfare is, therefore, designed as an integral part of the Farmers' Training and Functional Literacy Project, jointly undertaken by the Ministry of Food and Agriculture, Information and Broadcasting and Education and Social Welfare. It provides for well-organised functional literacy programme for illiterate farmers in the H.Y.V.P. Districts which would permit them not only to get literacy skills but also agricultural information which could be immediately used by them. Another important component of the joint project is the Farm Radio Broadcasting programme of the Ministry of Information and Broadcasting which helps to harness the use of radio in a special and practical way by establishing a two-way channel of communication between the farmers and those responsible for assisting them in the agricultural production programme. This integrated three-dimensional approach is, thus, the unique feature of the joint project.

III

COORDINATION AND INTEGRATION

INTER-DEPARTMENTAL COLLABORATION AND COORDINATION

6. **Vertical Coordination :** As the Farmers Functional Literacy Programme is an 'integral' part of the joint Project of 'Farmers Training and Functional Literacy', it is necessary that

there should be proper coordination among the different components of the project at all levels. In order to ensure effective integration and coordination of the Functional Literacy Programme with the Farmers Training and Farm Broadcasting Programme vertically, it is necessary to set up Coordination Committees at the Central, State, District, Block and village levels where these have not already been set up.

7. The Coordination, at the *national level,* is provided through the Inter-Ministrial Coordination Committee on Farmers' Training and Functional Literacy Project consisting of representatives of the three Central participating Ministries as well as the representatives of the UNDP, FAO and Unesco. This Committee periodically reviews the progress of the Joint Project and gives guidelines for future course of action. The State level Committees would be informed about the decisions of the national level committee.

8. At the *State level,* the Project envisages the setting up of State Coordination Committee consisting of the representatives of the Departments of Agriculture, Community Development, Education and All India Radio. This Committee would implement the policy decisions of the National Committee and provide leadership, guidance and solution to the problems brought to its notice by the District Level Committees. The decisions taken by the State Level Committee would be conveyed to the national level Inter-Ministrial Coordination Committee.

9. At the *District Level,* the State Governments should set up District Coordination Committee consisting of officers of the Department of Agriculture, Education, Cooperation, District Information Officer, Chief Instructor Farmers' Training, Officer Incharge of National Demonstrations and one or two progressive farmers. The functions of this Committee, among other things, would be to plan, formulate and implement the training and literacy programmes for the district, to review the implementation

of the project and its progress and to offer solutions to the problems encountered in its execution.

10. *Below the District level,* the District authorities should set up the Block level and the village level coordination Committees consisting of office bearers of the Panchayat Samiti at Block level and Office bearers of the Gram Panchayat at the village level and functionaries of the Department of Agriculture, Education, Cooperation and Development, the representatives of the District Information Office, the members of the staff of the Farmers' Training Centre, Personnel Incharge of National Demonstration, Headmasters of Secondary and Primary Schools and some progressive farmers suitable for the appropriate level. The functions of these committees would be to plan for implementation of the project, to review its progress from time to time enthuse people to participate more and more in project and mobilise the local resources for the programme and offer solutions to the problem encountered in its execution. In these Block and Village level committees it is also specially necessary to include the All India Radio personnel of appropriate level in order to facilitate the publicity work during the enrolment drives and the intervening period when the classes are in session.

11. **Broad-based Coordination Committees:** The composition of the coordination committees should be made more broad-based than at present and should consist of not only the representatives of the 3 concerned departments, but should also include representatives from the Directorate of Public Relations, Development Department or Department dealing with rural development, appropriate local institutions and voluntary organisations as well as progressive farmers. In the block and village level committees, the rural radio forums should form an effective link with the All India Radio personnel at the district level in enlisting the radio support to the functional literacy programmes and to facilitate the publicity work during the enrolment drives and the intervening period when the functional literacy classes are in session.

12. **Collaboration among Coordination Committees:** Even among the various Coordination Committees themselves at all levels a close liaison and working arrangement should be established. This could be done, among other things, by inviting three or four members of the State Level Coordination Committees, by rotation, to the meetings of the Inter-Ministerial Coordination Committee at the Centre; and by inviting members of the district level coordination committee. The same procedure may be followed in the case of district level committees *vis-a-vis* block level committees and the block level committees *vis-a-vis* village level committees.

13. **Horizontal Coordination:** In regard to horizontal coordination of the functional literacy programme with farmers' training and farm radio broadcasting components, it is considered that instead of the three-dimentional approach in the implementation of the programme, the approach should be multi-dimensional. Thus, in the matter of preparation of reading materials, training of functional literacy personnel at different levels, evaluation and other allied matters, apart from the concerned technical officers of the concerned departments at diffeernt levels, the appropriate local institutions and voluntary organisations may also be closely associated. Thus, working groups of officers of the agricultural university/college and other institutions connected with agro-industries, horticulture, home science, voluntary organisations, rural industries, pilot projects, etc. may be set up at the district and local levels to assist in organizing training programmes and in the preparation of instructional and reading materials for the Functional Literacy Programme.

14. **Newsletters:** To promote further coordinated approach in the implementation of integrated programme, the F.T.L. Newsletter has to play an important function by way of publicising the decisions of the national level Coordination Committee, by reporting the successful experiments carried out in the country and also highlighting the results of useful experiments and projects outside India. The Ministry of Education and

Social Welfare may also bring out a monthly journal entitled: Literacy Newsletter on the lines of the Unesco Literacy Newsletter and circulate it to all Project Officers at the district level. The journal would report on the progress of the Project as a whole and would serve as clearing house functions.

INTEGRATION

15. **Linkings between various functionaries:** Apart from the setting up of the Coordination Committees, integration among the functionaries of the three programmes at various levels has to be achieved. This can be done by identifying and establishing concrete points of linkage among them. A suggestive list of such linkage points is given below:—

(i) The concerned technical officers of the Agricultural Department should be closely associated in the training programmes for the supervisors and instructors of Functional Literacy Classes in order to be able to impart appropriate and latest agricultural information to the trainees;

(ii) The officers of the Agriculture Department should keep the supervisors and teachers incharge of functional literacy programme posted with the latest information about the National Demonstration Scheme and such other programmes. The functional literacy personnel should avail themselves of the opportunities offered under these programmes.

(iii) The extension literature produced by the Agriculture Department should be done in consultation with the personnel in the field of Adult Education and Functional Literacy in order to suit the literacy levels of the neo-functionally literate adult farmers.

(iv) The concerned officers in charge of Adult Education and Functional Literacy should associate their counterparts in the Agriculture and Information departments

in the evaluation of the Functional Literacy Programmes, through the formation and visit of joint teams of officers in charge of the three programmes to the Functional Literacy Centres.

(v) Similarly, in the preparation of teaching and reading materials related to the Functional Literacy Programme, the officers-in-charge of the Farmers Training and Farm Broadcasting programmes should be closely associated.

(vi) The All India Radio should be actively involved programming timely announcements about the location and running of functional literacy centres in the districts as also in the enrolment drives launched by the Education Department. For this purpose the officers-in-charge of Functional Literacy Programme at the District level should keep in constant touch with the Farm Radio Officer of the Farm and Home Unit of the concerned Radio Station.

(vii) The constant contact with the concerned Farm and Home Unit should also help the officer-in-charge of Functional Literacy Programme to plan the timing of the special programmes for adult learners so that these are beamed at the commencement of the class and are thus used by the teachers for initiating discussions in the class. The close contact between the concerned officers of the programmes should facilitate the timely broadcasts of the information sought by farmers on the various problems referred to the Farm Radio Officers.

The above list is suggestive of the areas where close co-operation among the functionaries of the three programmes of the Joint Project of Farmers Training and Functional Literacy would greatly help in integrating the programmes of the Joint Project. The Project authorities at the State and District levels should identify many such linkages and strengthen them adequately.

IV

OUTLAYS AND TARGETS

16. **The Joint Project** of Farmers' Training and Functional Literacy Project is included in the Fourth Five Year Plan of the Ministries of Food and Agriculture, Education and Social Welfare and Information and Broadcasting. The provision for this scheme in the Plans of the Ministries of Food and Agriculture and of Education and Social Welfare is Rs. 6 crores and Rs. 2 crores respectively. The Plan provision for this scheme in the Ministry of Information and Broadcasting has been built into the main scheme of Farm and Home Units. This is augmented by UNDP (Special Fund) allocation of U.S. $ 1,505,100 for the Project for a period of 2½ years to cover cost on foreign experts, fellowships for Project workers for training abroad, import of necessary equipment needed for the Project and of other miscellaneous items. During the Fourth Plan period, the Joint Project aims at a phased programme of (i) training about 5 million farm families in 100 H.Y.V.P. districts; (ii) making one million illiterate adults functionally literates in these 100 districts and (iii) establishing 7 additional radio stations and 47 new farm and home units at the existing radio stations for producing Farm Radio broadcasts as support to the Farmers Training and Functional Literacy Programmes.

17. Farmers' Functional Literacy Programmes, as part of the Joint Project, is included in the Fourth Five Year Plan of the Ministry of Education and Social Welfare, in the central sector, with an allocation of Rs. 2 crores. During the Plan period (1969-74) it is to cover 100 districts in the country synchronizing with the coverage of 100 High Yielding Varieties Programme districts under the Farmers' Training Programme of the Ministry of Food and Agriculture. It is expected that in these 100 districts about one million adult illiterate farmers would be made functionally literate by the end of the Fourth Five Year Plan period. By the end of the year 1970-71, functional literacy project would be in operation in 60 districts

while the remaining 40 districts may be covered in 1971-72 and 1972-73 at the rate of 20 districts each year. The Statewise and Yearwise break-down of the 60 districts covered up to 1970-71 is shown in Annexure 1.

V

ROLE OF INTERNATIONAL AGENCIES

18. The joint project has been established in collaboration with the United Nations Development Programme (Special Fund). For the execution of the Project on behalf of UNDP (Special Fund), Food and Agriculture Organisation of the United Nations acts as the 'Particpiating and Executing Agency' and the United Nations Educational, Scientific and Cultural Organization (UNESCO) acts as the 'Sub-Contracting Agency'. A 'Plan of Operation' signed on December 4, 1969 between the UNDP (Special Fund) and the Government of India sets out the work-plan of the Project for two and one half years, upto December 31, 1971.

19. As a part of the Experimental World Literacy Programme, UNESCO is keenly interested in the functional literacy programme in India and has offered every assistance for its success. As the functional literacy programme is a part of the joint 'Farmers' Training and Functional Literacy Project' and is linked with the efforts to increase agricultural production in the country, FAO also actively participates in the programme for its successful implementation and evaluation. The authorities of the UNDP are also interested in the programme as it seeks to establish the principle that expenditure on the adult farmers' education is not welfare expenditure but an economic investment to develop the human resources needed for the increased food production through modern up-to-date techniques and practices. All these international agencies have come forward to assist the project by offering some of the equipment needed for the project, the expertise in different aspects of the programme and also fellowships for training the Indian personnel involved in the programme.

VI

ORGANISATION AND ADMINISTRATION

ORGANISATION

20. **Implementation Agency:** The Farmers Functional Literacy Programme would be implemented by the concerned State Governments/Union Territories Administrations who will be responsible for conducting functional literacy classes in the selected H.Y.V.P. districts in their States/Union Territories. Keeping in view the availability of the district machinery at the disposal of the State Education Department or other concerned Department, the programme has been designed to be implemented by the State Governments themselves. If, however, the State Governments are aware that a particular voluntary organisation has sufficient resources as well as adequate executive machinery to be able to implement the scheme successfully, they should welcome, encourage and develop such an organisation and entrust the implementation of the functional literacy programme to it.

21. **Selection of districts:** The district would be the administrative and programme unit for the purpose of implementation of the scheme. Therefore, the success of the scheme largely depends on the selection of the districts. The criteria for selection of districts may preferably have the following prerequisites:

(i) It should be High Yielding Varieties Programme district covered under the Farmers' Training Programme of the Ministry of Food and Agriculture.

(ii) It should be within the reception range of a radio station.

(iii) It should have a need for functional literacy.

(iv) It should be in close proximity to an Agricultural College, a Research Station or an Agricultural University.

(v) There should be an Extension Training Centre.

Keeping in view the above mentioned criteria, and the importance attached to the selection of the districts for the success of the scheme, the preliminary selection may be done through the joint consultations among the three participating Central Ministries and with the advice of the concerned technical/professional institutions and other knowledgeable persons. The districts thus, selected would then be suggested to the concerned State Governments for their consideration and approval.

22. **Establishment of Functional Literacy Centres:** In each of the districts selected for the implementation of the functional literacy programme, about 60 centres for running 60 functional literacy classes, with an approximate enrolment of 1800 adult farmers (i.e. with an average enrolment of 30 adults per class) would be started in the selected villages in suitable blocks or areas of the District. The selection of the Blocks and Villages should be at the discretion of the State Governments, after keeping in view the findings of initial surveys of the areas. In order to ensure this, the initial enrolment may go upto 40 per class. However, it is not necessary to restrict the number of Centres to 60 only. This number could be increased within the ceiling of the Central grant to the extent possible and with addditional resources from the State Government and local administration and public cooperation.

23. **Initial Surveys:** After the selection of the area for the introduction of the programme, a village survey schedule should be completed for each village with a view to selecting the communities for inclusion in the functional literacy programme, identifying instructors, locating classes, planning the supply of equipment etc. A Proforma for this initial survey is given in Annexure 2. A proforma designed to collect information about selected villages is given in Annexure 3.

24. The initial survey could be done by functional literacy instructors, school teachers and such other workers available at village level. With their intimate knowledge of the village the personnel at the village level should be able to complete the

proforma without much difficulty. In case of big villages the area should be broken up into Mohallas/Thanas/Panas etc. In some cases it may be necessary for the persons collecting the data to make a few house visits and record the same on the spot.

25. Every instructor or every worker collecting the data should be supplied with a copy of instructions written in clear terms as well as a copy of the completed proforma. In view of the simplicity of the proforma it may not be necessary to train the workers in this regard. However, if the instructors and the workers met at suitable places, a brief training programme should be arranged by functional literacy supervisors.

26. **Problem Surveys:** A small team comprising a literacy methodologist, a social scientist and an expert in agriculture should select a few villages, representative of the area, and make on-the-spot studies of the problems faced by the people and in the light of the survey arrive at the instructional requirements related to the achievement of the objective of increasing agriculture productivity. These educational requirements would provide the foundation for developing an integrated agriculture-oriented and problems-centered curriculum.

27. Depth and unstructured interviewing should be more suitable for problem studies; however, it would be necessary to prepare interview check-lists, observe conditions in the villages and analyse local records. The district staff in functional literacy and agriculture, particularly, the functional literacy officers and the farmers' training institute instructors should be the most suitable personnel for problem surveys.

28. **Location of Functional Literacy Classes:** On the basis of the findings of the initial survey, the location of the functional literacy centres should be decided. The findings of the problem-surveys would help plan the instructional requirements of the learners. It is expected that the village community or the concerned Department of the State Government would provide the necessary accommodation where the functional literacy classes

would be held. These centres may be located in a school building, Panchayat Ghar, any other local institution or even in a private house donated by the owner.

29. **Publicity-cum-Enrolment Drives:** As this is a scheme for the benefit of the village community, wide publicity may be given before actually launching the scheme and this occasion may be utilized for an enrolment drive for the functional literacy classes. In view of the rapid changes in agricultural technology, it would be desirable that the farm workers should also have an opportunity for training and they may, therefore, also be enrolled in the functional literacy classes. The publicity-cum-enrolment drives may be organised under the overall charge of the Project Officer i.e. the District Social Education Officer or the Officer concerned with Social/Adult Education, and the Associate Project Officer i.e. the Officer exclusively-in-charge of Adult Education and Literacy Programme in the District and by the Supervisory and Teaching staff of functional literacy classes, with the cooperation of conveners of Charcha Mandals, Panchayat Samities, Village Level Workers and other local institutions. Such drives should also be launched before the starting of fresh batches of the classes every year. The support of the concerned station of All India Radio may also be taken for publicity work, enrolment drive and all other activities of the project.

ADMINISTRATION AND SUPERVISION

30. **State Level Officer:** For successful implementation of the programme, the need for an effective administrative machinery, both at the State and District levels, cannot be over-emphasised. At the State Level it is necessary that an officer of an appropriate status should be in charge of the programme and this officer may preferably remain in charge of the scheme during the Fourth Plan period in order to ensure a continuity in the operation of the programme. This officer should have supporting staff dealing with adult education and functional literacy programme.

31. **District Project Officer and Associate Project Officer:** At the district level, the District Educational Officer or District Social Education Officer or an officer in charge of adult/social education should be in overall charge of the Programme. This officer should be designated as the Project Officer for the purpose of the Farmers' Functional Literacy Programme. But as this officer—if he is not the District Social Education Officer,—would be burdened with several other duties relating to general education, it is necessary, for an effective implementation of this important programme, that there should be full-time Associate Project Officer for adult education and functional literacy programme working under him. This full-time officer should be of the rank of Deputy District Education Officer and he should be exclusively in charge of adult education, functional literacy and other allied fields, such as libraries, reading materials, training of adult education personnel, etc. In view of the recommendation of the National Workshop on Functional Literacy Project, held at New Delhi in January, 1971, that the districts chosen for functional literacy programme should also be the districts selected by the State Governments for mass adult literacy programme, the Associate Project Officer at the district level, would have sufficient work load and, therefore, the creation of a full-time post of an Associate Project Officer to look after the adult education and adult literacy programmes at the district level would be absolutely necessary. However, in States where the State Governments have already a separate cadre of District Social Education/Adult Education Officers at the district level, these officers should be the Project Officers for the Functional Literacy Programme. The Associate Project Officer should continue to hold charge of the Functional Literacy Programme for a minimum of 3-4 years and further he should be supported by an identifiable separate unit and staff to assist him in his day-to-day work.

32. **Role of Project and Associate Project Officer:** The role of the Associate Project Officer would be that of a manager of the programme. He would ensure the proper establishment

and running of functional literacy centres, supervision of functional literacy classes, organising training programmes of literacy teachers, distribution of reading materials, submission of periodical progress reports etc. He would establish working arrangements with the other two components of the Project, viz., farmers' training and farm radio broadcasting and enlist the cooperation of not only the concerned officers of the agriculture and information departments at the district level, but also the other appropriate institutions related to horticulture, agro-industries complex, as well as voluntary organisations and workers. He would also enlist public participation and the support of the local people as well as organisations with a view to involving the community in the Programme. He would be responsible for preparing and furnishing periodical reports on the progress of the Functional Literacy Programme both in terms of quantitative and qualitative achievements.

33. **Supervisors:** The Project Officer would be assisted either by at least two full-time supervisors or six part-time supervisors at the ratio of 1 for every 10 classes. In case of part-time supervisors, the ratio of 1:10 is only suggestive and may change in accordance with the local conditions. The supervisors would be directly responsible to the Associate Project Officer and through him, to the Project Officer. The part-time Supervisors may be paid a monthly honorarium of Rs. 50 p.m. and they would be expected to provide their own conveyance.

34. **Functions of Supervisors:** The role of supervisors is considered as very crucial to the success of the programme. He is not merely to go round and inspect the classes, but should be able to give guidance and on-the-spot advice to the instructors in regard to materials, methods and agricultural information on latest farm practices, etc. In view of his role, therefore, the supervisors should be fully exposed to agricultural practices and should have proper orientation and training course with a thorough agricutlural bias and preferably he should be a person with agricultural qualifications and background. This cadre of full-time supervisors to assist the Associate project officer is

considered necessary for the success of the programme. In order to ensure mobility to the supervisors, in their day to day work, of supervising the work of the 60 or even more functional literacy classes, located in different villages, he should be given such facilities as the allotment of motorcycle, scooter on a priority basis and for this purpose, his duties should be considered as predominantly field duties.

35. **Teachers:** For each functional literacy class, a suitable teacher/instructor should be engaged. The teachers may be drawn from the following categories in order of priority:

(i) Teachers who are also farmers.

(ii) Educated farmers.

(iii) School teachers preferably living in the same village.

(iv) Teachers having agricultural competence (qualification).

(v) School teachers having agricultural background.

(vi) Students of agricultural schools and other institutions.

These teachers would be part-time and may be paid an honorarium upto Rs. 30 per month per centre depending upon the local conditions.

Apart from their usual teaching assignment, the teachers would be responsible for maintenance of proper record of their respective classes (e.g. attendance registers, names and residential addresses of the farmers enrolled/passed out of the functional literacy classes, results of the Tests administered to learners etc.) and such other records as would be necessary for the evaluation of the scheme, and for proper reporting of the progress of the scheme from time to time.

VII

MATERIALS, MEDIA AND METHODS

36. **Duration:** The duration of the functional literacy classes would be one year. After completion of the course of one year for the first batch of 60 functional literacy classes, subsequent batches of 60 functional literacy classes would be started for the duration of one year each, either at the existing or new centres. The one year duration of the course would be divided into two phases of six months each, as per details given in Annexure 4.

37. **The methods** to be employed for achieving the objects of the functional literacy programme should take into consideration the following:—

(i) the content and the curriculum development for the programme.

(ii) integration of other elements with socio-economic content.

(iii) teaching of language and arithmetic.

38. **Curriculum:** The curriculum should be problem-centred, so as to deal with the obstacles in the way of achieving the objectives of the programme. The actual problems of the learners should be first identified and the curriculum should be built on each problem and its solution. The porblem surveys mentioned in paragraph 26, in the Chapter on 'Organisation and Administration', should identify the problems of the learners and thus help in the development of problem-centred curriculum.

39. **The curriculum should also have elements of language and methematics** which should enable the farmers

(i) To read with comprehension specially prepared literature on agriculture, particularly relating to H.Y.V.P. crops aimed at increasing agricultural production.

(ii) To react thoughtfully to the literature he reads in order to be able to adopt innovations on his own farm.

(iii) To acquire writing skill in order that he is able to do the simple writing jobs unaided.

(iv) To solve simple arithmetical problems that he would encounter in his occupational and day-to-day life.

In short, the functional literacy curriculum should enable the farmers to perform satisfactorily all those functions which are necessary for the farmers in H.Y.V. Programmes, *e.g.*,

(i) To read and prepare their own in-put cards.

(ii) To write simple letters.

(iii) To keep accounts of their farm operations.

(iv) To read and understand labels on fertilizer bags, pestisides packages.

(v) To complete simple application forms for loans.

(vi) To read and make use of simple extension bulletins, rural newspapers and farmers almanac etc.

40. **Syllabus:** The syllabus for the Functional Literacy classes has, therefore, been drawn up, keeping in view the above mentioned overall as well as the specific objectives of farmers in the H.Y.V. Programme. The details of this syllabus, which has been designed to be completed in a period of one year, divided into two phases of six months each, are given in Annexure 5. The syllabus indicated above is suggestive. Local variations obtaining in different States may have to be considered in this regard. A special syllabus for farm women may be devised to include also contents necessary for their special role in the households.

41. The materials necessary for functional literacy consist of a set of three materials as follows:—

(i) Instructional material based on the problems divided into suitable units.

(ii) Work books for the learners containing exercises to be worked out on each unit.

(iii) Material for teachers providing instruction on each unit of No. (i) above.

The instructional material refers to the book or a series of booklets to be used by the farmers in class room learning. They would cover the contents of the curriculum unit wise. There would also be one on language and another on mathematics. The work books are those designed for giving more practice to the learners on the concepts and skills learnt in the class. The material for the teachers will be in the form of teachers' guide giving suitable instruction on the use of each unit of the instructional material as well as the work books in the class. The preparation of master copies of the material should be entrusted to a team consisting of a writer, a technical expert, a pedagogist and an artist.

42. In addition to the set of three materials mentioned above, visual material would also be necessary for the presentation of the subject content, at least during the first few weeks of the course. It is, therefore, necessary that graphic materials like graphs, diagrams, illustrations and pictographs should be used as instructional material to develop different concepts. Besides these, other visuals available in the field may also be used to support teaching. In particular, the kits and other materials utilized by the Ministry of Food and Agriculture for demonstration should be provided to each teacher in the functional literacy class, along with clear instructions in the teachers' manual, about the use of these demonstration kits.

43. The teachers' manual, as mentioned above, should be divided in three parts: (i) general introduction giving the psycho-sociological and economic background of adult farmers and necessary technical content introduced in the instructional materials, (ii) unit-wise general instructions dealing with technical pedagogical and the educational aspects of the unit, and

(iii) specific advice on how to teach lesson. Uniform format should be used for the teachers' manual prepared in different languages of the country.

44. The reading materials for each of the two phases of the Functional Literacy Classes are suggested in Annexure 6. Among the teaching materials, the Teachers' guide may be prepared by the Directorate of Adult Education and sent to the State Government for adoption or adaptation in their regional languages. For other literature particularly the Wall Newspapers, the functional literacy personnel (Teachers and Supervisors) should get in touch with the Farmers Training Centres and make suitable use of the material available at these centres. The preparation and production of instructional materials, including work-books should be done by the State Governments.

45. **Mass Communication:** There is need for providing adequate listening facilities to the functional literacy groups. Apart from providing community listening sets to Charcha Mandals, it would be useful if the functional literacy classes are provided with transistorised radio sets. Although, the budget for the scheme does not make any provision, efforts should be made to provide these sets through other sources. Some 600 such sets have already been supplied by the Government of India for use in the 600 functional literacy classes. Efforts would be continued to supply more of these sets in due course. While these sets would be supplied to the State Governments free of cost, the State Governments would, in turn, sell them at half the cost of the set, to the teachers. From the sale of the sets, a special revolving fund may be constituted which may be used to purchase more sets for other Functional Literacy Centres. State Government or the local community may also help in these efforts. The teachers would be responsible for the maintenance of the sets and for the payment of licence fee. The class radio programme of timely agricultural facts and news would be tuned to serve as an opener and to encourage punctuality. The teachers would make use of the farm radio forum broadcast for initiating useful group discussions.

46. **Role of Radio :** A two-way traffic between the participant of the functional literacy classes and the concerned Radio Station should be established, with the assistance of the District Radio Contact Officer who is attached to the Farmers Training component of the project.

47. The important role of radio in providing motivation to the illiterates through recorded radio talks and success stories of farmers who have become literate cannot be over-emphasised. There should be a continuous flow of material regarding Functional Literacy such as news items and announcements and also the achievements during the evening programmes. There could also be success stories from other countries of Functional Literacy projects.

48. The National Workshop on Functional Literacy Project, held in January 1971 at New Delhi recommended that an experiment should be tried to use radio as a teaching aid in a functional literacy programme. Another micro-experiment should also be tried with TV as a teaching aid, to begin with at Delhi. The Workshop further recommended that a team consisting of representatives of All India Radio, Directorate of Adult Education, Directorate of Extension of the Ministry of Food and Agriculture and the Indian Institute of Mass Communication, New Delhi, should be set up to prepare the design for these experiments. The Ministry of Education and Social Welfare would do the needful in this direction.

49. **Role of Newspapers :** Newspapers in regional languages are considered as a highly suitable medium for use in the project. The functional literacy centres should regularly subscribe to the regional newspapers for use at the centres. The editors of daily or weekly papers should be induced to open up one or two columns in their weekly editions for providing material of interest to neo-literates. This should be printed as a regular feature every week. The farmers training centres should also be induced to include special features on functional literacy programme in their bulletins and newsletters which are issued from

time to time. This could be printed in bolder type and specially intended for the neo-literates. It would be the Associate Project Officer's responsibility to feed the newspapers, bulletins and newsletters on a continuous basis.

50. **Role of Films:** There is at present a lack of the right films which could be used at pre-functional literacy stage. Therefore, the production of suitable films, with sufficient number of copies to meet the requirements of all functional literacy centres, should receive consideration. It is necessary that such films are produced on a localised basis so that the audiences may feel involved and get the messages directly from them. One or two of such films should also be on teaching methods for use as a part of the training of the trainers in functional literacy programme. The Ministry of Education and Social Welfare would take suitable measures in this regard.

VIII

TRAINING AND ORIENTATION

51. The success of the scheme would largely depend not only on the selection of right type of personnel for its implementation at all levels but also their suitable training and orientation. The scheme, therefore, provides for the orientation programme of key personnel involved in the implementation processes and training programme for supervisors and literacy teachers.

52. **Training Cells in the States:** A batch of 3 to 4 key-persons may be selected by each State Government who would serve as a team of Key Resource Personnel for conducting orientation and Training courses for the Teachers and Supervisors. These cells would be responsible for organising all training programmes within the State. The training of these Key Resource Personnel should be organised at the Regional Colleges of Education, in collaboration with the Central Directorate of Adult Education.

53. **Training of Teachers:** The training of teachers may be organised at the District Level by the Associate Project Officer with the assistance of the Key Resource Personnel and also with the help of the Officers of the Department of Agriculture, Agricultural Universities and Colleges and other Technical Departments. The training may be for a period of 6 to 8 weeks, divided into two parts of 3 to 4 weeks each. This may be followed by a refresher course of 3 to 5 days after every 6 months. Such training courses may preferably be organised in the Farmers' Training Centres in the District where facilities for observations and field work are also available. In addition to the refresher courses, the supervisors should arrange for the monthly in-service training of one session (forenoon or afternoon according to convenience) for the instructors under their respective jurisdiction.

54. **Training of Supervisors:** The training of supervisors may also be arranged by the Associate Project Officer with the help of the Key Resource Personnel in the State. The duration of the training course should be two weeks. The training courses may be organised in the Regional Colleges of Education. Agricultural Universities, Farmers' Training Centres or other Institutions in which opportunities for observing agricultural operations on the farm are also available. This training may be followed by a refresher course of 2 to 3 days after every 6 months. The refresher courses may also be organised at the Institutions mentioned above. Orientation in new innovations and solution of problems faced in the functional literacy classes should be discussed in these refresher courses. In States where the Farmers' Functional Literacy Programme is extended to other areas, not directly coming under the purview of the Central Scheme, the supervisors of such extended areas may also be given the opportunity of attending the initial and refresher training courses.

55. **Orientation of District Level Officers:** The orientation and training courses for the District Level Officers, *i.e.* the Project and Associate Project Officers may be organised by the

Directorate of Adult Education in the Regional Colleges of Education, Agricultural Universities and other Institutions available in the area. The duration of the courses may be one week.

56. **Orientation of State Level Officers:** A special type of orientation course for State Level Officers and the Circle Officers (the Chief Educational Officers) may be organised at the National Level. This orientation programme may take the form of Seminars, Workshops, Study Groups etc. The duration of these programmes may be 3 to 4 days. The State Level Officers of the other concerned Departments may also be required to attend this orientation programme.

57. **Inter-State Study visits and visits to countries abroad:** The Ministry of Education and Social Welfare, with the co-operation of the State Governments would encourage inter-State visits of the District and State Level Officers who are involved in the scheme to visit the working of the programme in other States. Similarly, UNDP, Unesco and F.A.O. should be able to provide facilities, through Fellowships, for study visits to other countries, where Functional Literacy projects are in operation, to a larger number of officers at the Central, State and District Levels who are involved in the scheme, so that they can have mutual exchange of experiences and ideas. Successful Projects in different areas may be visited by workers from other areas. Seminars and Workshops etc. may also be organised at such places.

58. **Syllabi of Training Courses:** The syllabi of training courses for officers at various levels is suggested at Annexure 7. Among other things, the syllabi for different categories of officers would be of the following content:—

A. District Level Officers:

(i) Experiences of the Project in the various countries.

(ii) Use of audio visual aids for promoting the programme, besides the Radio.

(iii) Visits to the Functional Literacy Centres in the nearby area.

B. Supervisors:

(i) A background knowledge of poultry farming, animal husbandry, rearing of kitchen garden etc. which are allied to agricultural work and in which the farmers will get interested.

(ii) Knowledge of Nutrition, Health habits and Home Science for farm women.

(iii) The use of audio-visual aids.

(iv) In-service training, besides orientation training courses.

C. Instructors:

(i) Elements of Agriculture;

(ii) High Yielding Varieties and seed production;

(iii) Fertilizers and water use;

(iv) Crop managements including multiple cropping and crop rotations; farm mechanics;

(v) Plan Protection techniques;

(vi) Storage and marketing of agricultural products;

(vii) Animal husbandry and allied project related to agriculture;

IX

FINANCE

59. The Ministry of Education and Social Welfare had earlier indicated the following estimates of costs of functional literacy classes (on the basis of Rs. 510 per class for a period of initial 6 months and Rs. 385 per class for subsequent periods of six months each) to be financed entirely from the central grants :

I. Cost of one literacy class of 30 adults for the initial period of 6 months

A. Salary/Honorarium/Training etc.

	Rs.
(i) Salary/Honorarium of one Instructor at Rs. 20 p.m.	120.00
(ii) Salary of Supervisor at Rs. 50 p.m. 1/10th of Supervisor for one class	30.00
(iii) Training of Instructor or Teacher	50.00
(iv) Training of Supervisors at Rs. 30 p.m. 1/10th of Supervisor for one class	3.00
(v) Provision of training of Instructors and Supervisors who may drop-out 10% of the cost of 3 and 4 above.	5.00
(Say Rs. 210/-)	210.00

B. Equipment

(i) Non-recurring

(a) One Petromax (Rs. 60), Two Hurricane Lamps (Rs. 8 each plus spares at 10% (Rs. 7.60)	83.60
(b) Maps and Charts etc.	15.00
(c) Follow-up material—Rs. 3/- per set of 5 books—6 sets with spares at 33% (3×6)=18 plus 6=24)	24.00
(Say Rs. 125)	122.60

	Rs.
(ii) Recurring	
(a) Slates 70 paise each—30 with spares at 10%	23.50
(b) Note-Books (Re. 1 each)—30 with spares at 10%	33.00
(c) Primers etc. (Re. 1 each)—30 with spares at 10%	33.00
(d) Instructors Kit	3.00
(e) Kerosene Oil	80.00
(Say Rs. 175.00)	172.50
Total	510.00

II. Cost of one literacy class in the subsequent half yearly periods: Rs. 510—Rs. 125 (Non-recurring cost)—Rs. 385.00.

The above items of expenditure may require some variations depending on local conditions. Petromax and Lamps may not be necessary if electricity is available, or the State Education Department already has supplies of certain non-recurring/ recurring items which could be utilised for these classes.

60. On the basis of the above norms, the estimated costs on the running of 60 functional literacy classes per district for the full course of the initial one year would be Rs. 53,700 as per details below :—

	Rs.
(i) Cost of one literacy class in the initial period of 6 months	510.00
(ii) Cost of one literacy class in the second phase of 6 months	385.00
(iii) Cost of one class for one initial year (Rs. 510+Rs. 385)	895.00
(iv) Cost of 60 classes: 895×60=	53,700

The estimated costs in the subsequent years, after the initial one year, would be Rs. 46,200 as per details below:

(i) Cost of one literacy class for first phase of 6 months	385.00
(ii) Cost of one literacy class for second phase of 6 months	385.00
(iii) Cost of one literacy class for one year (Rs. 385+Rs. 385)=770	770.00
(iv) Cost of 60 Classes for one year (Rs. 770×60)	46,200.00

As will be seen, the total cost of conducting a functional literacy class of 30 adults for an initial period of one year would be Rs. 895 and in subsequent years Rs. 770. During the 5 years of the IV Plan, the estimated cost on 5 Functional Literacy Classes of 30 adults each would be as follows:—

		Adult covered
1st Year	Rs. 895	30
2nd Year	Rs. 770	30
3rd Year	Rs. 770	30
4th Year	Rs. 770	30
5th Year	Rs. 770	30
Total (5 years)	Rs. 3975	150 adults

Accordingly, the estimated cost of making an adult functionally literate under the scheme would be about Rs. 27.00 (*i.e.* Rs. 3,975÷150=Rs. 26.50).

61. The National Workshop on Functional Literacy Project held at New Delhi in January, 1971 felt that the cost of making an adult functionally literate under the schemetic budget provided by the Central Government should be reduced by mobilising all the local resources. Accordingly, it is suggested that the expenditure on the following items can conveniently be borne by the local people, district administrations and panchayat samitis and non-governmental agencies and other philanthropic bodies :—

Equipment	Cost per class of 30 adults
(i) Non-recurring	
(a) One Petromax (Rs. 60), Two Hurricane lamps (Rs. 8 each) plus spares at 10% (Rs. 7.60)	83.60
(b) Maps and Charts, etc.	15.00
(ii) Recurring	
(a) Slates (70 Paise each) with spares at 10%.	23.50
(b) Note-book (Re. 1 each) with spares at 10%.	33.00
(c) Kerosene Oil	80.00

62. The savings, which may accrue therefrom, should be utilised for the following items for which no provision has been made in the schematic budget :—

(a) conducting initial surveys of the areas where the functional literacy classes are proposed to be set up;

(b) meeting the T.A./D.A. of the supervisors of the functional literacy classes;

(c) other unavoidable items of expenditure connected with the strengthening of the content of the programmes;

(d) preparation of instructional materials;

(e) training of Supervisors; and

(f) expanding the programme by opening additional functional literacy classes in the district over and above the 60 classes, as indicated in the scheme.

63. The sharing of expenditure on the above mentioned items would thus reduce the per capita cost of making an adult functionally literate under the schematic budget of the Central Government from Rs. 27 per adult to Rs. 21 per adult.

64. The above mentioned financing pattern of the scheme, would involve the State Governments, local community and district administration directly in this important programme by sharing costs and finding resources for various items of recurring and non-recurring nature which at present are available from central grant. This would enable the State Govermnents to adjust expenditure on certain items, not included in the earlier schematic budget of the scheme, but which have been found by experience to be necessary. This may also enable the State Government to further expand the scheme within the over all central allocations.

65. **Release of Grants:** In order to ensure the smooth running of the functional literacy centres, it is necessary that there should be timely release of grants to the district level/ project officers. The State Governments should devise simplified procedures so that the funds are released to the district level/ project officers, Associate Project Officers on a regular basis. They should ensure that there is no delay in making available funds to the Project people because of routine procedural formalities. The copies of sanction letters in respect of central grants released to the State Governments would be endorsed to the State level and District level officers/project officers and Associate Project Officers.

66. **Continuation of Project beyond Fourth Plan:** The National Workshop on Functional Literacy Project held at New Delhi in January, 1971 recommended that the project which

will be implemented in 100 districts by the end of Fourth Plan, should continue in the Fifth Plan. An overall view in regard to its continuation, as part of the normal budget of the Central and State Governments, may be taken early after the three Ministries concerned have considered the matter and any decision taken in this regard may be communicated to the appropriate bodies and agencies, like the Ministry of Finance, Planning Commission, Finance Commission and State Governments. The necessary provision for continuing the existing projects should be made in the normal budget of the State Governments.

67. **Additional Projects in the Fifth Plan:** In regard to the additional districts, which should be taken up as part of the programme, the Workshop recommended that the integrated programme of Farmers' Training and Functional Literacy, initiated during the Fourth Plan, should continue the expansion of these programmes and their further development above the level of the development reached by the end of the Fourth Plan, and should be treated as part of the Fifth Plan proposals. The National Workshop recommended that concrete proposals in regard to this may be worked out and placed before the Planning Commission. This follow up action on the recommendations of National Workshop would be taken by the Ministry of Education and Social Welfare.

X

EVALUATION

68. The Farmers Functional Literacy Programme being a pilot project, is to be evaluated scientifically. The evaluation of functional literacy project should be developed as an integral part of the joint project and the term "Evaluation" should be comprehensive and wide enough to include initial surveys for programme preparation and development; action-research for qualitative improvements in the programme; experimentation to Judge the comparative effectiveness of alternative methods as well as the measurement evaluation to find out the impact of the programme in terms of pre-determined objectives.

69. The broad objectives of such an evaluation may be the following :—

(i) To assess the direct and indirect effects of farmers training and functional literacy combined with radio support.

(ii) To determine the economic, educational and social impact of the programme both at individual, group and community level.

(iii) To evaluate the educational methods and media used in the project and the standard attained in functional literacy.

(iv) To undertake studies (action research) in order to provide feed-back to the planners and the operational staff in the project so as to bring about improvements.

(v) To study the cost/benefit ratio of farmers' training and functional literacy programme.

70. In order to assess the extent to which the objectives of the functional literacy programme have actually been achieved, the following indicators would be kept in view :—

(i) Enrolment ratio.

(ii) Rate of drop out.

(iii) Rate of attendance.

(iv) Rate of Coverage.

(v) Rate of participation in final test.

The indicators for evaluation would measure the "rate of retention", the "link-up" between functional literacy efforts and the job-performance, physical progress, pedagogical aspect, use of literacy and impact on agricultural production, adoption of behaviour in the acceptance of improved practices etc. A tentative list of indicators to be used in Evaluation of Functional Literacy may be seen at Annexure 8.

71. It is also visualised that there should be constant watch on the progress of the Project from time to time. For this purpose a proforma for Quarterly Progress Report has been devised which may be seen at Annexure 9.

XI

LINKING FUNCTIONAL LITERACY WITH MASS LITERACY MOVEMENT

72. There is need for establishing clear-cut linkages between the mass literacy programme and the functional literacy programme. Ultimately, all literacy should become functional literacy but in the transitional stage it is necessary that there should be proper dovetailing of the two programmes. It is felt that mass programme of literacy should provide the base for implementing functional literacy programme. The highly motivated neo-literates who had gone through the initial course of mass literacy, should be enrolled in functional literacy classes. The other important points of linkages between the two programmes are in regard to the preparation of materials, methods and mass communication techniques used in the functional literacy programme. Further concrete linkages between the two programmes should be provided at the points of training of personnel and organisation and administration. For this purpose, the Project Officer at the District level, who would be responsible for both the Functional Literacy and mass literacy programme in his district, should provide the linkages at the various operational points.

XII

FOLLOW-UP

73. The role of the functional literacy centres should not end after they have run a specified number of literacy classes during the pendency of the IV Plan. They should become the permanent nucleus for the promotion of post-literacy follow-up

work amongst the neo-literate farmers. These Centres should, therefore, be not only retained but developed to provide the neo-literate farmers opportunities for regular reading of suitable literature for both general and vocational nature. Besides, the centres should become the 'meeting places' for

(a) group-discussions on matters of common vocational interest;

(b) group listening of radio programme specially beamed for the farmers;

(c) periodic talks by the experts of the Agriculture, Education and other concerned Departments whenever, they are on tour to these places or nearby villages.

74. It would, therefore, be expected that the State Governments would keep these Centres alive and active for the above mentioned purposes, even after they were no longer running the literacy classes. In this connection it is expected of the State Governments that :

(i) The State Government would make necessary administrative arrangement, for looking after and running of the Centres either with the help of Social Workers or local institutions or through local school teachers or by any other means.

(ii) The State Government would feed these Centres with regular supplies of suitable reading materials (including rural newspapers, if any, specially published for the neo-literates) of general and vocational interest for the farmers. For this purpose, the facilities and the services of the Farmers Training Institutes and State Agricultural Universities may be availed of by the State Governments.

(iii) The State Government would arrange, as far as possible, for radio sets for these centres, either on their own or through local contribution.

(iv) The State Government would ensure that their concerned officers, whenever on tour, to these places or nearby villages, gave useful talks at these centres.

(v) The State Government would also arrange, as far as possible, to provide correspondence courses for the new literate farmers through these Centres.

75. On their part, the Government of India would endeavour to supplement the efforts of the State Government by providing free of cost such books for neo-literates for these Centres, as have been selected for prizes under the Central Scheme of Prize Competitions of Books for neo-literates and also free supply of such reading materials for neo-literates as would be published under the Central Scheme of Development and Production of Literature for Neo-literates. The State Governments, on their part, would also arrange to supply to the new literate farmers such useful books as a farm account book, a book on nutrition education for women, books on pesticides and protection of seeds, etc.

XIII

PLAN OF OPERATION

76. For any project of this type, it is necessary to draw up a detailed Plan of operation so that there is co-ordinated action on all the points and at various levels. Prior to the implementation of the project in the new districts, a time-table may be drawn up showing the dates by which action on the following points may be taken and completed :

1. Selection of the Project area and personnel;
2. Training of personnal at various levels;
3. Actual starting of Functional Literacy classes in the Project area;
4. Completion of various administrative arrangement including the selection and posting of personnel various levels and the issue of necessary financial sanctions etc.;

5. Setting up of the Co-ordination Committees at the various levels;

6. Arrangements for the preparation of reading and instructional materials required for the Project; and

7. Evaluation of the Project.

A tentative draft plan of operation for the implementation of the Farmers Functional Literacy Programme (Kisan Saksharta Yojna) is given in Annexure 10.

XIV

CONCLUSION

77. As a joint programme of action to be implemented by three Ministries, it is first unique programme of its kind. The package programme is mainly production oriented with built-in motivation in so far as it is geared to the urgent need of food production in the country. While production is the central stream, the programme in its totality, has thrown up the need for Farmers' Training with functional literacy as an essential aspect of it. Another feature of the Project is the functional approach to the problem of adult education. This approach is based on the value of literacy in agricultural production and the corelation of the process of literacy with farm work. As such, it has great potentials for growth.

ANNEXURE—I

Distribution of 60 Functional Literacy Projects among various States upto 1970-71

States/Union Territories	Districts covered in the Farmers Functional Literacy Courses			
	1967-68	1968-69	1969-70	1970-71
1	2	3		5
Andhra Pradesh	..	Mehboob-nagar	Chittur West Godavari	Hyderabad Kurnool
Assam	..	..	Sibsagar	Cachar (Arunachal) Kamrup Dibrugarh
Bihar	..	..	Darbhanga Shahabad	Ranchi Purnea
Gujarat	..	Jamnagar	Surat	Kaira
Haryana	..	Rohtak	..	Gurgaon Hissar
Jammu &Kash-mir	..	..	..	Jammu*
Kerala	..	..	..	Cannanore*
Madhya Pradesh	..	Raipur	..	Gwalior Indo..
Tamil Nadu	..	Coimbatore	Thanjavur	North Arcot Tirunelveli
Maharashtra	..	..	Akola Kolhapur Parbhani	Jalgaon Poona Buldana
Mysore	Raichur	..	Bangalore	Belllo, Belgaum Shimoga

1	2	3	4	5
Orissa	..	Sambalpur	..	Bolangir Ganjam Puri
Punjab	Ludhiana	..	..	Amritsar Sangrur*
Rajasthan	..	..	Udaipur	Jaipur Kotah
Uttar Pradesh	Lucknow	..	Agra	Rai Bareli Faizabad Ghazipur
West Bengal	..	Burdwan	Birbhum	Cooch Behar Bankura
Himachal Pradesh	..	..	..	Mandi
Delhi	..	..	Delhi	..
Total	2	2	5	10

*Allotted under the Project, but not taken up for implementation by the State Government in 1975-76.

ANNEXURE 2

Proforma for Initial Survey of the area and adults engaged in Farming

Purpose of this initial survey of the area and the adult farmers living therein for which this proforma has been devised, is to collect information on various aspects such as:

(a) The current status of literacy in the area.

(b) Institutions, voluntary organisations, and educated individuals in the area.

(c) Personal data of literate and illiterate farmers regarding their level of literacy, economic status, agricultural production especially of high yielding varieties of crops, and

(d) Reactions of farmers towards the use of functional literacy in their vocation.

The proforma is in two parts. Part I is in respect of information under (a) and (b) above and Part II in respect of (c) and (d).

PART I

1. Name of the village _____
2. Name of the locality (Mohalla) _____
3. District _____ State _____ _____
4. Total population of the area to be covered _____

No. of Males } (in the age group _____
No. of Females } 15—45 _____

5. Main occupation of the inhabitants of the area :
6. Educational Information :
   (a) Total No. of illiterate persons : _____
   (in the age group 15—45)
   (b) No. of educated persons under the following categories
      (i) Literate (those who can read & write) _____
      (ii) Persons having primary education _____
      (iii) Persons having Middle education _____

(iv) Persons having high school education ——————————
(v) Persons having Higher Secondary Education ——————————
(vi) Persons having College/University education——————————

7. Names of Leaders and influential persons of the area who could be of help to the programmes.

8. Existing educational institutions in the area :
(i) List of Primary Schools alongwith the teaching staff
(ii) List of Middle Schools alongwith the teaching staff.
(iii) List of Hr. Secondary Schools alongwith the teaching staff.
(iv) Colleges, if any, along with the teaching staff.¶
(v) Any other (specify) along with the teaching staff.

9. Other agencies which exist in the pilot area which could help in the programmes. List of the agencies such as, Panchayat, youth Club, Municipal Corporation, Voluntary Organisations and along with their main activities.

10. The nature of assistance which could be available from the educational institutions for the Project :

(i) Accommodation for holding classes.
(ii) Class room equipment.
(iii) Voluntary Services of the teachers.
(iv) Supervision of the classes.
(v) Any other (specify)

11. Date of Survey——————————.

Name of Interviewer.

PART II

A. *Personal Data*

Date S. No.

Name of the Village Distt. State

1. Name of the respondent S/O

2. Age 3. Sex Male/Female

4. Marital Status Unmarried, Single
Married
Widow/Widower/
Separated/Divorced

5. Caste

6. Occupation in Agriculture
   (*a*) Owner Cultivator
   (*b*) Rent Receiver
   (*c*) Tenant Cultivator
   (*d*) Agriculture Labourer.

7. Family composition (List only the members engaged in farming, both male and female)

Sl. No.	Name	Relationship	Age	Marital Status	Literate or illiterate	Educational Standard	Occupation	Remarks
1	2	3	4	5	6	7	8	9

8. *Land holding:*
   Area of land owned ——————————
   Area of land under cultivation——————————

9. *Agricultural produce*
   (Give last years account of the agricultural produce)

Name of the H.Y.V.Crops	Variety of seeds used	Type of Fertilizer used	Type of insecticides used	Area Cultivated	Yield per Acre.	Remarks
1	2	3	4	5	6	7
1. Wheat						
2. Rice						
3. Maize						
4. Jowar						
5. Bajra						

B. *Literacy and Education Background*

1. Did you ever go to School ? Yes/No
   College Yes/No

2. If ' Yes ', upto what standard did you receive education ? Specify

   (*i*) Primary _____ (*iv*) Intermediate _____

   (*ii*) Middle _____ (*v*) Graduation _____

   (*iii*) Higher Secondary _____ (*vi*) Post-Graduation _____

3. If ' No ', did you go to any literacy class held in your village ?

   Yes/No.

   (Specify duration of your attending the class)

4. If ' Yes ', which of the statements are applicable to you ?

   (*i*) I dropped out and did not learn anything (Specify reasons, if any)

   (*ii*) I learnt everything but forgot everything that I learnt (specify reason if any)

   (*iii*) I can do (*a*) reading (*b*) writing (*c*) arithmetic for daily work

C. *Uses of functional literacy in Agricultural Work*

1. Do you prepare your farm plan ? Yes/No.

2. If Yes, please check the following :

   (*i*) Prepare myself (*ii*) Get it done through V. L. W. Extension Officer (*iii*) Get it done through educated member in the family (*iv*) Any other.

3. Do you fill your input card ? Yes/No.

4. If "yes", please check the following :

   (*i*) Prepare myself (*ii*) Get it done through V.L.W Extension Officer (*iii*) Get it done through educated member in the family and (*iv*) Any other.

5. Do you maintain your Household or occupational accounts in writing ?

   Yes/No.

6. If "yes", please check the following :

   (*i*) Prepare myself (*ii*) Get it done through V.L.W. Extension Officer (*iii*) Get it done through educated member in the family (*iv*) Any other.

7. Do you write an application ?
   (*a*) for loans Yes/No.
   (*b*) for procurement of fertilisers, seeds etc. from cooperative society Yes/No.

8. If " Yes ", please check the following :
   (*i*) Write Myself
   (*ii*) Get it written from V.L.W./Extension Officer
   (*iii*) Get it written through educated member in the family.
   (*iv*) Any other.

ANNEXURE 37

Village Level Survey

(This profoma is designed to collect informaton for selected villages and for planning functional literacy work in a district.)

I. *Village Identification Data* :

1. Name of the village ——————————
2. Block ——————————
3. State ——————————
4. Location of the village :
   - (*i*) Name of the nearest railway station ——————————
   - (*ii*) Distance from above ——————— Kms.
   - (*iii*) Nearest main road ——————————
   - (*iv*) Distance from above ——————— Kms.
   - (*v*) Name of the nearest Mandi ——————————
   - (*vi*) Distance from above ——————— Kms.

II. *Data on Illiteracy* :

6. Please fill the following Columns

Categories of Population	Total Population	Adult literates (between 15-44 Years)
(*a*) Males		
(*b*) Females		
(*c*) Farmers		
(*d*) Landless labourers		
(*e*) Farmers actively engaged in farmers training, specially Chaupals Mandals		
(*f*) Other (Specify)		

7. (a) Was any adult literacy work conducted in this village during the past three years?

(i) For men: Yes/No
(ii) For Women: Yes/No

(b) If yes, which organisation conducted it ?

(Please write the name of the organisation and its address

(i) For men ——————————
(ii) For women ——————————

III. *Educated Population/Instructors:*

8. Educational qualifications of village schools teachers :

(i) Primary School Pass
  (a) Men ——————————
  (b) Women ——————————

(ii) Middle School Pass
  (a) Men ——————————
  (b) Women ——————————

(iii) High School Pass
  (a) Men ——————————
  (b) Women ——————————

9. Number of persons willing to work as Instructors in Functional Literacy classes:

Categories of People available	Primary School Pass	Middle School Pass	High School Pass	Any other qualifications (specify)
(a) School Teacher				
(i) For Men's classes				
(ii) For Women's classes.				
(b) Progressive Farmers				
(i) For Men's classes				
(ii) For Women's classes				
(c) Others (Specify)				
(i) For men's classes				
(ii) For Women's Classes				

IV *Institutions in the village*

10. Number of educational institutions in the village (Nil/1/If more than one, write exact number below) :

(*i*) Primary School	(*a*) For Boys	————
	(*b*) For Girls	————
(*ii*) Middle School	(*a*) For Boys	————
	(*b*) For Girls	————
(*iii*) High School	(*a*) For Boys	————
	(*b*) For Girls	————
(*iv*) Any other School	(*a*) For Boys (Specify),	————
	(*b*) For Girls (Specify),	————

11. Number of developmental institutions in the village (Nil/1/If more than one, write exact number below) :

(*i*) Panchayat ————
(*ii*) Cooperative Society ————
(*iii*) Youth Club ————
(*iv*) Dispensary ————
(*v*) Charitable Mandi ————
(*vi*) Family Planning Centre ————
(*vii*) Balwadi ————
(*viii*) Farmer's Radio Forum ————
(*ix*) Farmer's Training Centre ————
(*x*) Regional Demonstration Farm ————
(*xi*) Seeds and Fertilizer Store ————
(*xii*) Any other developmental/ Welfare institution (Specify) ————

V. *Facilities for Functional Literacy Work* :

12. Please specify below the facilities available in the village for Functional Literacy work.

(*i*) Lighting arrangement : Free supply of Kerosene oil/Gas cheaper/Any other (Specify)————
(*ii*) Accommodation : Free accommodation/Any other (Specify)————
(*iii*) Seating arrangement : Free durries/free Panchayat other, specify————
(*iv*) Teaching materials : Blackboard/Chalks/Charts/Any other, specify————
(*v*) Facilities for Instructors : Free residence/Cooks/Allowance/ Any other, specify————

VI. *Data for organising Functional Literacy Classes* :

13. In your opinion, which will be the most suitable month for starting Functional Literacy classes in the villages?

(*a*) For men : Jan./Feb./March/April/May/June/July/August/Sept./October/November/December.

(*b*) For women : Jan./Feb./March/April/May/June/July/August/Sept./Oct./Nov./Dec.

14. In your opinion, what will be the most convenient time for holding Functional Literacy classes in the village?

(*a*) For men's class ———— to ———— A.M./P.M.

(*b*) For Women's class ———— to ———— A.M./P.M.

15. Please give names of influential persons in the village who show keen interest in the Functional Literacy Work.

(*i*) ————————————

(*ii*) ————————————

(*iii*) ————————————

16. Please write below the nature and extent of enthusiasm in the village for Functional Literacy Work (*e.g.* expression of interest through passing a resolution, application to the authorities to have Functional Literacy class in the village etc.).

————————————

————————————

————————————

(Signature of the person completing the form

Date :

ANNEXURE 4

Duration of Functional Literacy Classes Phase I and II

It is expected, that it would require at least a period of one year to complete the Functional Literacy course. Considering that the effective period of teaching per day willbe 1½ hours, the following calculations have been made:

Phase I	Six months.
Phase II	Six months.

Effective period of teaching in a month : 6 × 4=24 days assuming six days teaching in a week.

Effective number of hours for teaching per month
24 × 1½=36

Effective periods in a 12 months course—360 hours assuming ten months teaching

Phase I,	180 hours.
Phase II	180 hours.
Phase I	10 hours for pre-literacy work and 20 hours tests, examinations etc. 30 hours
Phase II	Tests and examination: 20 hours and other programmes— hours Total—30 hours

Thus, Phase I will have 150 hours for effective teaching while Phase II will have another 150 hours for the same. Taken together, the Functional Literacy Course will be for about 300 effective hours at the rate of 10 months for the whole course ;2 months being set available for teaching work on account of the agricultural pre-occupation of farmers. This period of about 2 months may be utilised for the training of teachers, as already indicated in the footnote on "Organisation and Training" in the Scheme.

ANNEXURE I

Course for the Functional Literacy Classes

PHASE—I

Reading

(i) Loud reading of the First Book (which is a primer-cum-first reader with fluency and a speed of about 30 words per minute and without spelling out letters of the word read.

(ii) Reading with comprehension of simple common charts written on blackboard, captions in the posters and advertisements on agriculture, labels in large-size letters, on the bottles and bags etc.

(iii) Words with conjunct consonants of most frequent occurrence.

(iv) Ability to comprehend the immediate meaning of what is read especially the simple matter on modern practices and new methods in the cultivation of high variation of crops.

(v) Vocabulary development—Ability to read and comprehend about 500 most commonly used words including about 100 commonly used technical words relating to farming.

Writing

(i) Writing of words (without syllabi) and simple sentences with words commonly used in farming occupation.

(ii) Transcription from black board, or a book, of words and sentences related to M. V. V. Programmes.

(iii) Writing of names and addresses, names of object, implements and things commonly used in home and in farming.

(iv) Writing to dictation, of simple words and easy sentences from lessons in the First book already learnt.

(v) Writing of simple messages.

(vi) Filling in of input-card specially prepared in simple language.

(vii) Punctuation use of full point.

Arithmetic

(i) Counting, writing and reading of numbers 1 to 1000.

(ii) Understanding and writing of units, tens and hundreds.

(*iii*) Simple addition and substraction, use of plus (+) and minus(—) signs.

(*iv*) Multiplication tables upto 10.

(*v*) Simple fraction ; $\frac{1}{2}$, $\frac{1}{4}$ and $\frac{3}{4}$.

(*vi*) Knowledge of weights, measures, areas and volumes and time.

Practical work

(*i*) Knowledge of currency.

(*ii*) Simple calculations required in practical life with the help of tables studied.

(*iii*) Filling in of input-card and simple calculations necessary for filling such cards and checking of entries in it.

(*iv*) Keeping of simple household accounts.

(*v*) Preparation of simple Farm Plans.

(*vi*) Simple calculations involving unitary-method.

(*vii*) Use of calendars and Farmers almanacs.

(*viii*) Recognition of geometrical figures—square, rectangle, triangle and circle.

(*xi*) Post Office dealings.

PHASE II

Reading

(*i*) Loud reading with comprehension, fluency and a speed of about 50 words per minute of the second and the third readers or easy supplementary reading materials and periodical specially prepared for new literates on the subjects related to agriculture in H. Y. V. Crops.

(*ii*) Silent reading of the easy reading materials on agriculture specially related to H. Y. V. Crops.

(*iii*) Reading of simple newspapers, Farm bulletins, pamphlets, booklets and circulars issued for the use of farmers.

(*iv*) Self-initiated reading of the matter written in simple language especially the matter pertaining to agriculture.

(*v*) Comprehension of implied and derived meaning with a view to developing the reading habit and development of critical thinking in reading.

(*vi*) Vocabulary Development—Ability to read and comprehend about 1,500 most commonly used words including those learnt in the first stage and also 250 commonly used technical words relating to farming.

Writing

(*i*) Transcription of a simple passage of about 55 sentences from a book or a passage written clearly on the black board.

(*ii*) Writing to dictation of simple sentence or messages on a topic.

(*iii*) Writing of instructions relating to agricultural practices heard on the radio.

(*iv*) Writing of words having conjunct consonants.

(*v*) Simple composition on topics of interest to the farmer.

(*vi*) Writing of letters, applications, invitation.

(*vii*) Filling in of different forms, keeping accou nts, keeping diaries and preparation of Farm Plans.

(*viii*) Giving written answers to questions in short and simple sentences

Arithmetic

(*i*) Reading and Writing upto 1,00,000 (one lakh)

(*ii*) Multiplications tables upto 20.

(*iii*) Understanding and writing of thousands, ten thousands and lakhs.

(*iv*) Additions and substractions.

(*v*) Simple Multiplications and divisions.

(*vi*) Use of signs (×) and (+)

(*vii*) Unitary method—proportions and percentages.

(*viii*) Compound addition and substraction involving money, weights, measures, length, areas and volumes.

(*ix*) Simple compound m ultiplications and divisions as simple multiples and divisions.

Practical Work

(*i*) Postal Savings

(*ii*) Idea of percentage through simple interest and banking operations—credits, loans, savings etc.

(*iii*) Keeping General Accounts and Farm Accounts—debit, credit and Balance—Farm accounts involving expenditure, income and profit or loss.

(*iv*) Areas of Rectangles and squares.

(*v*) Practical problems involving simple compound multiplications and divisions.

(*vi*) Simple problems related to time, work and speed.

(*vii*) Simple problems involving profit and loss.

ANNEXURE 6

Reading Materials for Functional Literacy Classes

Adequate and suitable teaching and reading materials are required for the Functional Literacy course.

Reading Materials

I. For phase 1, it is necessary to have :

(*i*) A First Book for teaching, reading and writing and supplementary Reading material. The Directorate of Adult Education has already prepared such a First Book in Hindi and Punjabi and has assisted the States to prepare similar books in Tamil, Kannada, Oriya and Bengali. The first book will be different from the Primer used in traditional literacy as it will be based on farm vocabulary with particular reference to the High Yielding Varieties Crops.

(*ii*) A set of 5 books on High Yielding Varieties crops to serve as Supplementary reading materials has also been prepared.

II. As regards Phase II, two Readers and suitable reading materials for the follow-up programme need to be proceeded.

In addition, a samachar Patrika or a wall Newspaper for the use of the New Literate farmers giving up-to-date information in simple language on High Yielding Varieties crops and other matters related to increasing agricultural production would also be useful .

Teaching Materials

1. Teacher's Guide on the use of the First Book,
2. Teacher's Handbook for teaching arithmetic.

NOTE : A new type of teaching material based on problem approach is being prepared experimentally and if found useful and practicable they will be introduced in the project.

ANNEXURE 7

Content of Orientation and Training Courses

A. *Syllabus for District Level Officers*

1. Farmer's Education and Functional Literacy as a part of the Experimental World Literacy Programme.
2. The Concept of Functional Literacy and its application to the programme.
3. Farmers' Training and Functional Literacy Project; Objectives, Scope, Targets, Budget and Administration of the Programme.
4. Farmer's Training and Functional Literacy Project in the context of the Agricultural Revolution in India-Importance of Functional Literacy.
5. A General Plan of Operation of the Functional Literacy part of the Project in various States; Experiences of Implementation of the Project in the States.
6. Use of Radio for Motivation as well as for promotion of Agriculture and Functional Literacy Programmes.
7. Use of specially prepared First Books and other materials in this project.
8. Obtaining Cooperation from other Departments and Agencies. The Importance of Coordination for the Project.
9. Organising Functional Literacy Classes among Farmers. Utilising the resources of Schools and other Agencies in this Programme.
10. Organisation of training of teachers for this Project. Competence expected of the Teachers in this Project.
11. Supervision of the Project.
12. Follow-up of Functional Literacy Classes.
13. Evaluation and the need for the maintenance of proper records.
14. Role of District Educational Officers in the Fundamental Literacy Programme.

B. *Syllabus for Supervisors*

Topics to be covered :

The topics have been divided into the following main headings:

1. Functional Literacy—Concept and objectives.
2. The High Yielding Varieties Programme and the educational needs of the participating farmers.

3. Adult Literacy instruction.
4. Organisation, training and supervision.
5. Evaluation.
6. Follow-up.

1. *Functional Literacy—Concept and objectives*	*Period*
1.1 The Concept of Functional Literacy: its application to Kisan Saksharta Yojana.	1
1.2 Farmers' Training and Functional Literacy as a part of the Experimental World Literacy Programme.	1
1.3 Farmers' Training and Functional Literacy Project in India : objectives, scope, targets and phasing of the Programme.	3
	5

2. *The High Yielding Varieties Programme and the eductional needs of participating farmers.*	
2.1 The High Yieldng Varieties Programme (HYVP): Characteristics of certified seeds, principles involved in selection of fertilisers for specific areas, critical stages in water use, advantages of HYVP in maximum utilisation of cultivable land, plant protection techniques,sources of supply of seeds, fertilisers etc.	5
2.2 Educational needs of participaing farmers such aswriting and filling of farm plans and input cards, keeping simple accounts, entering into business correspondence, and keeping up-to-date with agricultural technology and ability to use it to their benefit.	2
2.3 Educational programmes for the farmer and the farm woman: National Demonstrations, Charcha Mandals (Discussion Groups), Farmers Training and Farm Radio Broadcast.	2
	9

3. *Adult Literacy instruction*	
3.1 Adult Psychology as related to learning: implications in teaching.	1
3.2 Factors to be considered in framing the syllabus in Functional Literacy Course and outline of the syllabus.	2
3.3 Standards and stages in Functional Literacy for farmers.	1
3.4 Consideration of the type of learning material and principles of preparing such material for this programme, Practice in the use of this material	2
3.5 Teaching, reading, writing and arithmetic to the participating farmers, Demonstration of techniques.	3
	9

4. *Organisation, training and supervision*

4.1 Motivation of farmers for particpating in the Functional Literacy programme.	1
4·2 Organisation of Functional Literacy courses for farmers utilisation of the resources such as museums, information rooms and farm equipment of the Farmers Training Centres. Utilising schools and other available agencies in this programme.	2
4·3 Organisation of training course for teachers Syllabus of such courses.	1
4·4 Supervision of the Functional Literacy Programme. .	2
	6

5. *Evaluation*

5·1 Pre-requisites for evaluation. Records to be maintained.	1
5·2 Assessment of attainment in literacy—tests for reading writing and arithmetic	1
5·3 Evaluation of the Functional Literacy programme. .	1
5·4 Self-evaluation techniques	1
	4

6. *Follow-up*

6·1 Follow-up of Functional Literacy programme: procedures and organisation	2
6·2 Types of reading materials and the sources of their supply	2
6·3 Role of mass media in promoting Functional Literacy programme—demonstration of the use of radio and the printed material.	2
	6
	39***

***One forenoon/afternoon will be required for field visit to the Indian Agricultural Research Institute (including Krishi Vigyan Mela) for observation and discussion regarding H.Y.V.P. crops.	3
	42

(at the rate of six per day of seven days)

C. *Syllabus for Functional Literacy Teachers*

1. Magnitude of illiteracy in rural India. The problem of Adult illiteracy with emphasis on local problems. Importance of eradication of illiteracy.

2. Historical review of the efforts made in India for the eradication of adult illiteracy with a short appraisal of the efforts in the concerned State in this field.

3. Concept of Functional Literacy—Linking literacy with farmer's occupation and economic development-work-oriented functional literacy for farmers.

4. Aims of Adult Literacy Programmes—Emphasis on making a farmer more informed and receptive to better 'production techniques and to enable him to prepare Input, card, Farm plans, farm operations, facilities for credit and supplies.

5. Standards and stages in Functional Literacy.

6. Planning for Functional Literacy.
   (a) Programmes for Functional Literacy.
   (b) Planning of the programmes and fixing targets.
   (c) Strategy and approaches to functional literacy in general—Integrated approach to functional literacy in farmers' education.

7. Organisation of Adult Literacy classes.
   (a) Selection of adult illiterates.
   (b) Promotion of the literacy programmes and motivation of adults.
   (c) Role of Farmers' Education programme in promoting Adult Literacy.
   (d) Organisation of Adult Literacy classes.
      (i) Formation of a local Committee from different groups.
      (ii) Enrolment and location of the classes.
      (iii) Seating arrangements.
      (iv) Lighting arrangements.
      (v) Class equipment,
      (vi) Teaching and Reading Materials—Their provision.
   (e) Registers, Records and Reports.
   (f) Problem of drop outs and its pevention.
   (g) Related activities like Radio listening, Discussions, Demonstrations and Field trips.

8. Materials and equipment for different stages of functional literacy.
   (a) Teaching materials.
   (b) Class equipment.
   (c) Teaching aids.

9. Personnel for Adult Literacy Work.

(a) Qualities and attitudes of the personnel and role of different group leaders.

(b) Teacher as a leader of the group.

Background of adult farmers, Syllabii, Methods of Teaching and Evaluation in Functional Literacy classes

1. Farmer—His social, economic and cultural background.

2. Psychology of adults related to their educaton and learning.

3. General principles of teaching.

4. General principles on which the syllabus content is based.

5. Discussion on syllabus of Functional Literacy course in:

(a) Reading, writing and arithemtc for different stages of functional literacy.

(b) Elements of Agriculure, Craft and Cooperation.

Methods of teaching, reading, writing and other sudjects

1. Methods of teaching and learning in adult education such as Lectures, Discussions/Demonstrations.

2. Methods of teaching, reading to adults and choice of the methods.

3. Methods of teaching, writing to adults.

4. Nature and organisation of reading and writing programmes for adult farmers.

5. Teaching of Arithmetic Emphasis on Farmers' Arithmetic.

6. Use of Learner—Central teaching materials evolved through group discussions on linking literacy with agricultural educaton and agricultural production.

7. Daily lesson plans and lesson notes.

8. Use and preparation of simple teaching aids and use of audio-visual aids.

Assessment of the progress of adult learners.

1. Assessment—General principles.

2. Different methods of assessment and their use.

(a) Periodical and final tests.

(b) Oral and written tests.

(c) Observation.

Follow up of functional literacy

1. Prevention of lapse into illiteracy.

2. Promotion of continued use of literacy according to farmers' needs for literacy.

3. Developing reading habits among new literate farmers.

4. Supervised reading programmes.

5. Reading Materials.

—Supplementary reading materials other than primers and readers.

—general reading materials.

6. Supervised writing programmes through preparation of a farm plans, keeping accounts, writing different letters, filling up of different forms etc.

7. Libraries in Farmer's Education—their role, organisation and use.

8. Role of information centres, museums, Vigyana Mandirs, Community Centres, Discussion groups, Demonstration groups etc. in continued use of literacy.

9. Continuation of Education and further education facilities for farmers Informal, like Demonstration camps, Charcha Mandals, and others—Formal or Institutional like Kisan Vidyapeeths.

10. Role of Radio, Television and other mass media in functional literacy work—Radio Listening groups, film clubs etc.

11. Agricultural Extension and use of Adult Literacy.

ANNEXURE 8

List of Indicators* for Evaluation

A. *Quantitative Aspects*

1. *Minimum indicators*

1.1 : Enrolment Ratio

1.2 : Rate of drop outs

1.3 : Rate of attendance

2. *Recommended indicators*

2.1 : Rate of coverage

2.2 : Rate of participation in the final test

B. *Qualitative Aspects*

1. *Minimum indicators*

1.4 : Literacy acquisition

1.5 : Acquisition of technical or professional knowledge

2. *Recommended indicators*

2.3 : Acquisition of related knowledge of Socio-economic character

C. *Degree of adoption of Reading, Writing, Arithmetic ability*

1. *Minimum indicators*

1.6 : Use of reading ability

1.7 : Use of Writing ability

1.8 : Use of Arithmetic ability

II. *Indicators Pertaining to Economic Growth and Development*

A. *Production*

1. *Minimum indicator*

1.9 : Increase in production per capita.

2. *Recommended indicators*

2.4 : Increase in gross agricultural income

---

*As modified from the pattern developed by UNESCO Panel for Evaluation.

B. *Income-Living Standard*

1. *Minimum indicators*

1.10 : Increase in the number of durable goods and improvements contributing to the standard of living.

2. *Recommended indicators*

2.5 : Increase in net total income of individuals.

C. *Production, Servicing and Transport equipment.*

1. *Minimum indicators*

1.11 : Increase in equipment for production, servicing or transport.

III. *Attitude towards Education*

1. *Minimum indicators*

1.12 : Attitude in regard to education of children (girls & boy s according to the rate of admission in the schools.

1.13 : Change in attitude towards education of adult women.

IV. *Professional Competence*

1.14 : Attitude towards recommended farm practices.

1.15 : Adoption of recommended farm practices.

V. *Relation towards means of mass-communication and personal sources.*

1. *Minimum indicators* :

1.16 : Attitude towards use of Radios for listening to rural programmes

1.17 : Attitude towards use of personal sources of farm information.

VI. *Health, Hygiene & Safety*

2. *Recommended indicator*

2.6 : Attitude & adoption of practices related to health, hygiene, nutrition and child care.

ANNEXURE 9

Proforma for Quarterly Progress Report of Functional Literacy Programme under the Farmers' Training and Functional Literacy Project.

(Report for the quarter, beginning date———————————

ending date———————————)

I. *General.*

1. District———————————

2. State———————————

3. Village (where Functional Literacy class is held———————)

4. Batch No. of the Functional Literacy Class———————

5. Date of starting the class———————

6. Teacher incharge of the class———————

7. Supervision of the class by———————

8. What are the major crops grown in the area? List them in order of their importance.

9. Which is the major crop on which information is given in the functional literacy class.

II. *Participation of adults in the Functional Literacy class.*

1. Enrolment :

Phase	No. of farmers enrolled			No. of drop-outs			No. of farmers made literate.		
	Last quarter	Current quarter	Total	Last quarter	Ourrent quarter	Total	Last quarter	Current quarter	Total
Phase I*									
Phase II									

2. *Attendance of the farmers in the class*

Phase	Monthly attendance in class								
	No. of those who attended 60% or more classes			No. of those who attended between 40%-60% classes			No. of those who attended classes below 40%		
	1st month	2nd month	3rd month	1st month	2nd month	3rd month	1st month	2nd month	3rd month
Phase I									
Phase II									

Total		
1st month	2nd month	3rd month

3. Timing of holding the class from————P.M. to————P.M.

4. Was there any change of the teachers in this class during the quarter ? Yes/No.

III. *Description of the Functional Literacy Centre*

1. *Accommodation* :

(a) Public place (specify) ————————

(b) Private Place (specify)————————

2. *Distance from*

(a) District Headquarters————————

(b) Residence of Teacher————————

(c) Residence of Supervisor————————

3. *Facilities, equipment, material, etc. available*

(i) Electricity — Yes/No
(ii) Petromax — Yes/No/Not applicable.
(iii) Blackboard . . . . Yes/No
(iv) Chalk . . . . . Yes/No
(v) Slates . . . . . Yes/No
(vi) Seating matters . . . Yes/No

*This information may be filled in for a new centre/course/batch only, if not supplied earlier.

IV. *Recruitment/Posting of Staff*

Has the personnel for the project at different levels been posted ?

State level officer	District level/ Project officer	Associate Project officer	Supervisors	Teachers
Yes/No	Yes/No	Yes/No	Yes/No If yes, then number and qualifications.	Yes/No If yes, number and qualifications.

V. *Training of Personnel*

A. *Initial training*

Have the personnel at different levels been given orientation/training ?

Sl. No.	Staff	Yes/No	Duration of training days	Training was organised by (Name and Address of agency)	Remarks, if any
1.	State level officer .	Yes/No			
2.	District level/Project Officer	Yes/No			
3.	Asstt. Project officer .	Yes/No			
4.	Supervisors . . .	Yes/No			
5.	Teachers . . .	Yes/No			

B. *Inservice training/Refresher Course.*

Has any refresher course(s) been organised during the quarter under report ?

Personnel	Yes/No	If yes, nature of course & duration
State Level Officer . .		
District Officer (Project Officer)		
Supervisors		
Teachers		

VI. *Coordination*

Have the following coordination committees involving the concerned departments/agencies been set up ?

Coordination Committees	Yes/No	No. of meetings held during the quarter	Remarks
At State level . . .			
At District level . . .			
At Block level . . .			
At Village level . . .			

VII. *Supervision*

(i) Please indicate how often the supervisors visited this particular centre (Functional Literacy Class) during the quarter under report. Once in month/once in two months/once in quarter (if any other, specify)———

(ii) What is the arrangement of transport for making visits to centre by the supervisors of FFL Scheme ?———

(iii) Is it satisfactory ? Yes/No

(iv) Mention particular instances (during the quarter) which hinder defective supervision of the functional literacy class

(a) _____

_____

(b) _____

_____

VIII. *Follow up.*

1. What efforts, if any, were made to ensure follow-up of functional literacy attained by the farmers in the class (if the class ended in this quarter)_____

_____

_____

2. Out of the adults enrolled, how many started using their literacy skills in farm operations ? (Please indicate below).

_____

Phase	No. of adult farmers who used skills	Skills used for what purpose (prepare farm plan fill up input card etc.)	Remarks

Phase I

_____

Phase II

_____

IX. *Finance* :

(i) Please mention problems, if any, (connected with finance) faced by functional literacy project during this quarter:_____

_____

_____

_____

(ii) Progress of Budget utilisation for the quarter ending_____

Sl. No.	Name of the item	Amount allotted	in prev. quarter	Amount actually spent during the current quarter	Progress-sive total	Reasons for shortfall, if any
1						
2						
3						
4						
5						
6						

X. *Financial contribution outside the central grant*

Has any financial or other assistance (cash or kind) been received during the quarter under report from the following sources ?

	Yes/No	If Yes, nature and extent of contribution	Remarks.
State Government . .			
District Administration . .			
Local Self-government. . .			
Village community . .			
Voluntary Organisation . .			
Any other (please specify source)			

ANNEXURE 10

Tentative Draft Plan of operation for the Implementation of Farmers Functional Literacy Programme (Kisan Saksharta Yojana) in the New Districts.

With a view to working out a plan of operation for the implementation of the Project in the new districts the following proforma is proposed:—

1. Selection of the Project Area and personnel:

   (i) Name of the State:

   (ii) Name of the district/districts in which the project (yojana) will be in operation:

   (iii) Year in which the project was sanctioned:

   (iv) Name of the blocks in each districts in which the project (Yojana) will be in operation:

   Name of District Name of blocks:

   (v) Date by which the initial surveys of the villages will be completed.

   (vi) The date by which villages will be selected :

   (vii) The date by which the personnel for the project will be selected:

   (a) Officer at the State level:

   (b) Officer Incharge at the District Level:

   (c) Supervisors

   (d) Teachers

II. Training of Personnel:

   (i) The District Officer Incharge of the project (yojana) will be given orientation at the (Directorate) of Adult Education, Ministry of Education at New Delhi from .....to.....

   (ii) The Supervisors will be trained by the Directorate of Adult Education Ministry of Education at..... .....from.....to.....

   (iii) The Functional Literacy Teachers will be trained by the Officer-incharge at District with the assistance of the supervisors during... .....A peripatetic team consiting of one or two members of staff of the /Directorate of Adult Education/ Ministry of Education will be deputed to assist the State Government in the training of Functional Literacy Teachers.

(iv) A Writers Workshop for preparation of the First Book for Functional Literacy in those languages in which the First Book has not been prepared will be orgaised by the /Directorate of Adult educaton at.....from.. .....to.....Orientation will be provided to the participants of the Workshop and the manuscripts will be field-tested in the project areas and printed by the State Governments concerned for which budget provision exists in the project grant.

III. *Starting of Functional Literacy classes in the project area.*

Sixty Functional Literacy classes with an average enrolment of upto 35 adults for each class will be started in each project area.

(i) The date by which Functional Literacy class will be started in.... .....district
The functional literacy course will be of one year duration divided into 2 stages of 6 months each.

(ii) The date by which the first phase of the classes will be completed.. .....

IV. *Administrative Arrangements*

(1) The State Governments shall make the following administrative arrangements for implementing the project (yojana). These arrangements include :

(a) Selection of an officer at the State Level who will be incharge of the project(s) in the State.

(b) Selection of the District level Educational Officer who will be Incharge of the project in the district.

(c) The selection of six supervisors who will be supervising the Functional Literacy classes at the rate of 10 Functional Literacy classes per one Supervisor.

(d) Selection of 60 Functional Literacy Instructors in the area.

(2) The State Governments shall take action to form coordination committees at the State, District, Block and village levels (reference to the Scheme).

(3) The State Governments will ensure deputation of different categories of personnel for training and orientation courses organised by the Directorate of Adult Education, NCERT/Ministry of Education.

(4) The State Governments will ensure preparation of teaching and reading materials required for the project (reference to the Scheme)

(5) The State Governments shall ensure that financial sanctions are issued in time so that the programme does not suffer for want of or delay in receiving the necessary funds.

V. *Evaluation of the project*

(i) Details of preparatory work including the staff who will do this work in connection with evaluation of the project.

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